library. That he should express, as he has done, a lively interest in the formation and success of this school is natural, when so many references are being constantly made by him to the geology, natural history, and peculiar characteristics of this portion of the globe. In his address to the Royal Geographical Society in May, 1868, he made especial allusion to the subject when passing on Sir Charles Lemon (a name honoured by every true Cornishman) a well-deserved eulogium, of whom he says:—"In a word, no man of my time was ever more generally respected and beloved;" and adds—"in the year 1846, being president of the Royal Geological Society of Cornwall, he invited me, his guest, to attend an anniversary meeting of that body, and say something which might give encouragement to the tin-miners, who were at the time in a suffering state, and many of them out of work. It was then—referring to what I had been speculating upon in our own society and at other places in the two previous years, as to the auriferous character of the Australian rocks when compared to those of the Ural Mountains—that I ventured to counsel these tin-miners to emigrate to Australia and dig for gold. Some of them took my advice, and in 1848 I was in possession of small specimens of ore sent home by them. Thereon I took more courage, and warned her Majesty's Government of the great event which was about to be fulfilled. I will only add that the so mis-called discovery of gold, *i.e.*, the diggings on a profitable scale, were not opened out till 1851, and that my much earlier letter to the Colonial Secretary is printed in the Blue Book on Gold."

Having, as it is my apprehension, already trenched too largely on your indulgence, you will allow me, in conclusion, to add that there is one principle which cannot be too forcibly recommended to you, in the value of which the rational concurrence of the council may be expected. It is, that the standard of the education to be given in the school be fixed sufficiently high at first, and kept up, unrelaxed by a too ready compliance with ill-judged solicitation or remonstrance. You are aware that the teaching is to be special—of a nature to unfold the most active faculties of the pupil's mind—not by dwelling exclusively on the ideas of others, but by enlarging the circle of his own thoughts, and inculcating an habitual self-reliance. The teaching must therefore be thorough and honest, or it may not only be useless, but mischievous and dangerous.

We charge ourselves with the training of young men, to whom may eventually be entrusted the expenditure of considerable sums in preliminary inquiries and trials, on which will depend the investment of capital (to form, perhaps, in some instances, the source of maintenance for persons who cannot labour), the preservation of property liable to injury or destruction, the winning of minerals under circumstances of uncertain and unexpected danger, and who will consequently be responsible for the safety of the lives of many human beings. Such training is different in quality from that in other schools, in which the precision exacted by physical science is not enforced. There are no degrees of mathematical accuracy—the results must be correct, or they are wholly vicious. Moreover, the admixture of subjects, practical and theoretical, to be taught here will have a peculiar use in enabling you to resist any such attempts—the pupil's hand will be busied in forwarding the improvement of his understanding. When employed in tracing, fitting, moulding, verifying, and putting together the parts of machinery, in making drawings, working plans, &c., calculating quantities, he will have to think out the process by which he directs the instruments he uses, in a manner very different, on the one hand, from committing to memory languages or the theories of philosophers; on the other, from the traditionary practice of the hereditary artisan. Facilities will be thus afforded for testing the soundness of his work at every stage of his advance. This will, to a great extent, correct the unwholesome system of "cramming." This will show those who imagine that loading the memory with dates, events, maxims, and rules will suffice, that something beyond a superficial varnish of accomplishments is expected here, and that, as when they become professional men it will be required of them that they will not permit vamping or scamping of work to pass with their approval, so it is their duty now to prepare themselves for the discharge of those responsible functions by a faithful devotion to the course of teaching laid down for them here.

Another feature in this school fortifies the position you may assume. There will be, as it strikes me, something eminently agreeable to the well-constituted mind of a youth who is to attend this school, to behold the full-grown man—perhaps father of a son of his years—applying himself after the exhausting labours of the day to the drudgery of self-improvement. If anything can be conceived